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ABSTRACT

An overview is provided of the Quality First Process Model developed by Fox Valley Technical College (FVTC), Wisconsin, to provide guidelines for quality instruction and service consistent with the highest educational standards. The 16-step model involves activities that should be adaptable to any organization. The steps of the quality model are as follows: (1) demonstrate management commitment; (2) establish a quality improvement council; (3) determine the cost of quality; (4) provide education and training; (5) identify roles and establish performance requirements; (6) implement a quality communication system; (7) measure and set goals; (8) identify and eliminate problems; (9) research and develop new initiatives; (10) create a structure for employee involvement; (11) establish accountability; (12) launch a customer revolution; (13) recognize, reward, and celebrate persons and teams responsible for institutional successes; (14) conduct quality audits; (15) create links with the community; and (16) strive for continuous improvement. In addition to describing each of these steps, this booklet suggests a list of committees to enhance the quality process. Appendixes list the common elements of quality and provide the job descriptions for FVTC's Quality Coordinator and Error Cause Removal Coordinator. (VVC)

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Fox Valley Technical College

Quality First Process Model

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FOX VALLEY TECHNICAL COLLEGE

QUALITY FIRST PROCESS MODEL

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Foreword

Quality improvement continues to be a major strategic thrust at Fox Valley Technical College. As stated in our quality policy, we seek to consistently provide instruction and services that meet or exceed the quality expectations of our internal and external customers.

This requires our managers to clarify specific responsibilities for quality and to develop strategic quality plans and objectives on an ongoing basis. It demands that every person be a part of our quality system and identify and eliminate the sources of errors in our processes and procedures.

The model described in this manual has evolved following over three years of experiences in designing and implementing the quality process at Fox Valley Technical College. Since quality is a perpetual process, this plan will continue to change as we strive for perfection.

Stanley J. Spanbauer, Ph.D.
Director/President

Acknowledgements

The Fox Valley Technical College Model has undergone change and modification under the guidance and planning of our Quality Improvement Council. The Council meets regularly with the Quality Coordinator and has members from all levels of the organization. The model described in this manual was adopted by the Council as FVTC's working plan to improve quality.

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Introduction

This document describes the Quality First Process model designed at Fox Valley Technical College (FVTC) by the Academy for Quality in Education, in cooperation with the FVTC Quality Improvement Council. It provides a written description of the FVTC model which evolved at the College after three years of experience in the quality process. It can accompany the media production, Fox Valley Technical College Quality First Process Model.

After almost a year of study, in August, 1985, FVTC adopted a five-year plan to establish a model "Quality First" process within its own organization before offering a formal program of instruction in "quality" to business clients. While the Philip B. Crosby model for quality served as the basis for beginning FVTC's process, the FVTC model also includes the best features of approaches by other quality gurus. Common elements found in approaches promoted by the experts were identified (See Appendix A) and reviewed. The 16 step Quality First Process model contains the best features of the Crosby, Deming, and Juran models and includes recommendations given by other quality experts, including Ron Zemke, Karl Albrecht, Glenn Hayes, Tom Peters, and Buck Rodgers.

FVTC Quality Academy staff believe that the model which evolved is adaptable to any organization--service or manufacturing. It is not necessary that the steps described in the model follow in sequential order, although we recommend that the first four steps be completed first. The emphasis given the activities described in each step will vary from organization to organization, depending on facts unique to that setting. It is felt, however, that the model is adaptable to any organization by maintaining the principal features and modifying certain components based on individual needs.

Besides the listing and description of the steps in the model, this document contains a suggested list of committees. These committees are used at Fox Valley Technical College to enhance the quality process. They foster participation by staff members at the school and encourage involvement in the process.

Quality First Policy

It is the policy of Fox Valley Technical College to provide quality instruction and service consistent with the highest educational standards.

We endeavor to provide precise, prompt, and courteous service and instruction to our students, to one another, and to the employers who hire our graduates and use our services.

Adopted September 16, 1986

Step 1

Demonstrate Management Commitment

Top level commitment is essential to show everyone in the organization that top executives and the board of directors solidly support the quality process. This commitment includes the allocation of funds to adequately support the effort and the active participation of top management in quality process activities.

The establishment of a Quality First policy for the organization is essential in the very beginning of the process. This policy should be on display throughout the organization and should be a part of all major reports and documents. Top executives of the organization help by communicating the policy to all levels.

Another way to show commitment is to insure that all top managers, the Chief Executive Officer (CEO) included, take part in training sessions and actively participate on committees and study teams. The top level managers should be a part of the Quality Improvement Council (QIC) and should articulate quality process principles whenever possible. Everyone in the organization should know that there is top support, because lack of management attention is a major reason why quality implementation fails in an organization.

Management has the power to make decisions that will create a quality organization. Their commitment must be assured first, so that management staff members are the role models for other employees. Management creates the quality environment which employees enter after training.

Step 2

Establish a Quality Improvement Council

The purpose of the Quality Improvement Council is to establish long-range goals for the quality improvement process. This group provides the framework for the total coordination of the quality improvement plan and provides the stability and formal communication needed to ward off any roadblocks to quality improvement. The QIC determines strategies and timetables for the quality improvement process.

The organization's top executives should be on the Quality Improvement Council, at least during the first few years of the process. The Chief Executive Officer should be a permanent and active member of the QIC. As the quality process matures, representatives from various levels of the organization should be added to the QIC. Rotating membership is promoted, but top executive involvement remains essential.

The Quality Coordinator for the organization serves as chair of the QIC and is responsible for establishing the agenda and distributing minutes of meetings throughout the organization. The Quality Coordinator job description is found in Appendix B.

While many quality teams and committees are active, the QIC remains the key planning unit.

A Quality Improvement Council needs to be established very early to define the process and to develop its framework. This council then sets the process in motion and continues to monitor it. Membership on the council should include a cross-section of the organization.

Step 3

Determine the Cost of Quality

As in any management process, one of the best measurements for quality is money--financial return to the organization. According to the American Society for Quality Control (ASQC), the cost of quality includes expenditures associated with the prevention of nonconformances and appraisal of products or services for conformance to stated requirements (or failing to meet requirements).

Establishment of a costing plan begins with the identification of measurement criteria. This includes setting performance standards in each operation and determining the difference between the actual cost of running a business and what it would cost if everyone's work was 100 percent productive.

Early in the quality process, the costs of quality (the costs of nonconformance and conformance) are identified. These are difficult to determine initially but become more credible as the process continues and costs get better defined in the work units. The ASQC has an excellent model[1] to use when selecting initial cost elements. However, each organization should modify the elements based on their individual needs.

It is recommended that a committee be established to facilitate the process. A description of the FVTC Cost of Quality Committee's responsibilities is included on page 37.

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1 ASQC Quality Costs Committee, Principles of Quality Costs, 1986, 71 pages (ISBN 0-87389-019-1)

The quality movement was born out of a need to stay financially competitive. Careful determination and continual monitoring of the cost of quality is essential to the process--providing a critical measure of its success.

Step 4

Provide Education and Training

To insure constant quality awareness, to instill a common language, to promote each individual's role in the process, and to provide technical training in quality activities requires an ongoing education program targeted to the process. It is essential that all employees of the organization participate in continuous training. Education becomes the foundation for quality and productivity improvement.

A formal plan for education is required to insure all employment levels receive the training needed. This plan is developed by committee and reviewed annually by the Quality Improvement Council. The plan should include training conducted by outside agencies and an internal program. It provides for staff attendance at workshops and seminars in quality and involvement in programs conducted by the ASQC and regional quality networks.

It is recommended that a committee be established to facilitate the process. A description of the FVTC Education and Training Committee's responsibilities is included on page 38.

All members of the organization need to be educated in the background of the quality movement and the fundamentals of a quality improvement process. Just as important, employees need training in the skills necessary to implement a process successfully--communication, problem solving, teamwork.

Step 5

Identify Roles and Establish Performance Requirements

Every organization has people in different roles with the goal of attaining an efficient system which provides quality service and productivity to its customers. Step 5 involves a redefining of roles in the organization in order to facilitate the quality process and establish written performance requirements for each position.

Involvement of employees in teams is one approach to improving quality and productivity with cooperative relationships, open communication, and group problem solving and decision making. The use of quality improvement teams at work unit levels is advocated, together with corresponding changes in management practices and techniques. This philosophy of management is based on the belief that employees will take more pride and interest if they are allowed to make important contributions to their work and influence decisions about it. A crucial premise is that the individual who is doing the job is the expert and knows best how to improve the process.

The implementation of participatory teams and self-management units is a complex process that may involve the redesign of the work system. Members of the work unit receive special training in group dynamics and problem-solving techniques. Management roles are redefined, and performance requirements are rewritten.

Employees need an opportunity to identify their role in the process and in the organization so that they can immediately begin to implement quality in their day-to-day work. Old requirements need to be reviewed in the context of the organization's quality process, and new requirements need to be established. Requirements that are clear and valid are the basis of problem prevention.

Step 6

Implement a Quality Communication System

Proponents of formal quality processes contend that it is important for all employees to realize that quality is everyone's responsibility. In order to foster this, a planned program of awareness should be initiated in the organization. This step involves formal commitment to the quality process, and all the other activities which result in the implementation of the quality process model.

Because the whole idea of quality awareness should be a natural part of the organization's communication plan, existing internal channels should promote quality awareness. The word "quality" needs to infiltrate the organization, and people need to be reminded of it as much as possible so it becomes a part of the culture of the organization.

A quality communication committee should be established to review this important aspect of the process. The committee should monitor the success of the plan and suggest changes whenever necessary. A description of the FVTC Quality Awareness Committee's responsibilities is found on page 39.

Communication, always critical, becomes even more so in the midst of widespread organizational change. The effort to communicate information about the quality process must be comprehensive and sustained. The organization should analyze its existing communication system to insure that it can meet this requirement--an important component of problem prevention.

Step 7

Measure and Set Goals

Goal setting is a part of the planning process in most organizations. Usually, long-range goals are established and reviewed on an annual basis. Good strategic planning causes change to occur in the organization, but the most carefully documented and researched plan can go astray if unresolved communication problems exist.

The goal setting process identifies strategic directions for the organization, and at least one of these should refer specifically to the quality process. At FVTC, the quality strategic directions are as follows:

> *Fox Valley Technical College will implement a Quality First process in order to: maintain a quality environment in all departments of the school; ensure student satisfaction with the quality of their instruction in all courses; and graduate students who are assured of placement opportunities upon completing graduation requirements.*

Besides these strategic directions, there should be organizational and work unit objectives which are specific to the quality process. These objectives are the criteria for measurement of progress toward the attainment of goals. This goal setting process happens almost automatically since, when the measurement process starts, people immediately begin to think about their goals and objectives in the quality process.

It is recommended that a committee be established to facilitate the process. A description of the FVTC Measurement Committee's responsibilities is included on page 40.

Quality theorists offer a variety of approaches to measurement, but all agree that continuous measurement is essential. Goals should be set based on measurement. Measurement should be used to determine whether goals are reached--a continuous cycle.

Step 8

Identify and Eliminate Problems

An important part of the quality process is to remove the causes of errors in the organization. During this process, a system makes it convenient and comfortable for people to identify problems which prevent them from doing their job right the first time. This is the Error Cause Removal (ECR) process.

An ECR Coordinator is assigned to monitor the process. Even though most problems can be worked out at the work unit level, there should be a process in place to insure that action on the problem is taken quickly. The ECR Coordinator maintains a log of the identified problems and follows up to insure that the immediate supervisor is working with the employee to solve the problem. The FVTC ECR Coordinator job description is found in Appendix C.

Some of these problems cannot be worked out at the work unit level. Sometimes, the ECR process identifies a problem which requires changes across the organization. These types of global ECR problems go to the Corrective Action Committee for action. Usually, an ad hoc Corrective Action Team (CAT) works out a solution to the problem.

Special training helps the managers/supervisors identify and eliminate problems. Maintaining confidentiality in the process should make the system non-threatening to both the person who identifies the defect and to the supervisor who must work to solve it.

It is recommended that committees be established to facilitate the process. Descriptions of the FVTC Corrective Action Committee and the FVTC Error Cause Removal Committee responsibilities are included on pages 41 and 42.

An effective quality improvement process prevents problems through research, planning, clear requirements, and good communication. When obstacles to getting the job done right the first time do appear, they must be permanently eliminated. A climate that encourages the identification of these obstacles and insists upon their removal must be established. A mechanism to make it happen must be developed.

Step 9

Research and Develop New Initiatives

The critical need for research in measuring quality requires documentation and constant data collection at both the organizational and work unit levels. One final and compelling requirement is to break every process into quality elements--from design through implementation.

With "zero defects" as the ultimate target, the quest for perfection goes on and on. The quality process permeates every aspect of the organization, top to bottom, department to department.

The need for research is, therefore, paramount to the quality process. Data collection should focus on comparative information obtained through various surveys and cost analyses obtained through the measurement process. Research focuses on change in the organization, as perceived by the customer.

The Fox Valley Technical College Research Design focuses on obtaining data on these processes:

Management and Leadership:	Measured through organizational climate surveys
Student Services and Instruction:	Measured through student and other external customer satisfaction surveys
School Image in the Region:	Measured through various image and employer surveys
Cost Savings:	Measured by analyzing the reduction of nonconformance and conformance costs

Research is the foundation for planning and prevention. The organization needs to keep up with developments in the application of quality theory, as well as developments in the delivery of products and services relevant to the organization.

Step 10

Create a Structure for Employee Involvement

Quality and productivity improvement is accomplished only through active participation and acceptance throughout the organization. Cooperative relationships, open communication, and group problem solving and decision making are techniques which lead to successful focus on improvement through the quality process.

The Fox Valley Technical College model involves employees from all levels of the institution on various organization-wide councils and committees. In addition, each work unit has a quality improvement team. Integration of the quality process into each person's day-to-day job is the hallmark of the model.

This focus on participatory management strategies requires training in team building and self-management techniques for managers and their co-workers. Most executives, managers, and supervisors have had little exposure to these "new" management methods, so time and patience is essential. Techniques are taught to insure that the manager has skills in developing the team, leading it in problem solving, motivating it to obtain its goals, and helping it assume greater responsibility for completing tasks.

Every team still needs a coach, so managers must learn ways to be flexible in their methods while focusing the team toward work unit and organizational goals. They must share responsibility with their teams to improve quality, productivity, cost savings, and services to their customers.

An opportunity for every employee to participate in the quality improvement process should be provided. The primary strategy to achieve participation is the establishment of teams.

Step 11

Establish Accountability

Quality experts agree that everyone in the organization is responsible for commitment to the process. Even though top management must lead the way, quality improvement won't occur unless everyone in the organization is on the quality team.

A key element is accountability. It is essential that top managers are accountable for fostering quality improvement in their work unit. They should assure that quality teams are functioning well and must provide support to the quality facilitator in the work unit.

Everyone who has responsibility for quality processes should have written requirements in their job description. Additionally, yearly operational plans and manager's objectives must promote the process. Performance reviews reflect reference to measurement criteria and outcomes for both the work unit and the individual manager.

Accountability is absolutely essential! Valid requirements that have been agreed upon and articulated must be met every time. Personal and process accountability procedures need to be developed and adhered to strictly.

Step 12

Launch a Customer Revolution

The major focus of the quality process should be to identify and serve the customer. The internal customers in all organizations include the co-workers who receive services from others. For example, when a manager provides leadership services to those who are under his/her jurisdiction, they become customers to the manager.

In an educational setting such as FVTC, our external customers are all those who visit our campus, use our services, or attend classes. Additionally, employers who hire graduates become customers since they are consumers of the educational product--those who complete courses and programs.

Everyone in the organization should be obsessed with serving customers. All systems should encourage that obsession. Serving our primary customers (students) involves many diverse activities from the stage of inquiry to graduation/placement. Measurement criteria and outcomes should relate to serving customers.

It is recommended that a committee be established to facilitate the process. A description of the FVTC Customer Service Committee's responsibilities is included on page 43.

Every successful quality improvement process has at its heart an obsession with customer satisfaction. The efforts of every employee must be ultimately targeted at establishing and meeting or exceeding customer requirements.

Step 13

Recognize, Reward, and Celebrate

Employee recognition is important to any quality first process. Persons and teams responsible for successes should be rewarded in ways which are unique to the organization. There should also be many opportunities to celebrate these successes through planned events involving all employee levels. These should occur on an organization-wide basis and at the work unit or department level.

A recognition committee should plan and organize recognition activities. The committee reviews all proposals and designs the total plan for the organization. While all the quality experts agree that some form of profit sharing, gainsharing, or incentive is needed, these should be approached carefully and in concert with union/management relationships and philosophies.

All rewards and awards should be given based on well defined conformance requirements established in advance of the recognition. This is particularly true in gainsharing or bonus programs. Written criteria tend to eliminate the giving of awards on an indiscriminate basis and remove subjectivity from the process.

At Fox Valley Technical College, the annual Quality Commitment Day and Recognition Event are the major celebrations of the year. The College is also experimenting with team awards and other quality recognition events.

It is recommended that committees be established to facilitate the process. Descriptions of the FVTC Recognition Committee and FVTC Quality Commitment Planning/Day Committee responsibilities are found on pages 44 and 45.

Quality happens when people make it happen. The people who make it happen, individually and in teams, should be generously recognized and appropriately rewarded. Their successes should be joyously celebrated!

Step 14

Conduct Quality Audits

While measurement of cost effectiveness/benefits is at the heart of the quality process, it is necessary to have an external audit periodically to insure that there are additional perspectives provided.

This annual audit is conducted under the direction of the Quality Coordinator, in cooperation with the Quality Improvement Council. Persons external to the organization participate based on their experience with quality.

Criteria for the external audit are based on the quality process steps which are in the model. Using the standards identified in each step of the process, the audit provides a thorough review of what is happening.

A written report to the Quality Improvement Council identifies strengths and weaknesses of the process.

An independent audit of the quality process is essential. Internal measures provide information on the success of the process. An external audit provides an additional, crucial perspective.

Step 15

Link to the Community

Networking with people and organizations who have carried out formal quality processes provides a forum for the exchange of ideas and methods which foster quality and productivity improvement in the organization.

These links with business, industry, education, and government reinforce the ideas of quality and help the organization in perpetual successes.

The local community/technical college is the natural catalyst to provide the leadership for establishing the regional quality network. There are several levels of involvement for which the community/technical college can provide the leadership, namely:

Level 1: Monthly meetings (breakfast, luncheon, or dinner) that provide a forum for exchange of ideas.

Level 2: Partnerships in excellence. This effort entails commitment of education with business, industry, or government to identify specific projects that use staff and resources from both partners to provide an environment for research and development.

Level 3: Establishment of a local Quality/Productivity Resource Center. This center is an organized effort to help members in their efforts to improve quality and productivity. It encompasses all activities covered under Levels 1 and 2, but provides much more comprehensive services, including a library of resources, satellite conferences, computer networks with other national quality/productivity centers and professional associations, a newsletter, customized training, computer searches, nationally-sponsored seminars and workshops and, most of all, a "preferred customer" approach.

A quality process, developed and implemented with the understanding and support of local business, industry, education, and government, has a greatly increased chance of succeeding. At the very least, communication about quality with these groups needs to be established and maintained. Wherever possible, partnerships in quality need to be established and nurtured.

Step 16

Strive for Continuous Improvement

To emphasize that the quality improvement process never ends, procedures must be established to insure that the process is perpetual. This step reminds everyone that the process is not a project or program with starting and ending dates. The permanency of the process is constantly reinforced through planned strategies.

At Fox Valley Technical College, the Quality Improvement Council has established a plan for recycling the quality first process. Formal, written records of the QIC and other quality committee actions are maintained. A plan is in place to rotate membership on the QIC and other committees. The plan allows for at least one member of each group to "stay behind" to insure continuity.

Also, the Quality Coordinator and Error Cause Removal Coordinator change on an annual basis. This gives more individuals the opportunity to serve in those key positions and provides for new ideas and activities.

The commitment to a quality approach to doing business involves an endorsement of the philosophy, "If it works, make it better." The process is never-ending. It is endlessly adaptable to changing technology and a shifting marketplace.

Quality Process Committees

The involvement of many people is critical to the success of the Quality Process. A major premise is that **quality is everyone's responsibility**--each individual must be committed to making the process work. It is essential that people from throughout the organization become involved in teams in their work unit and organizational committees which have responsibility for establishing guidelines, procedures, and processes to make quality successful.

At Fox Valley Technical College, committees carry out the activities suggested in the various components of the quality model. Following is a description of each committee.

Step 3

Cost of Quality Committee

According to the American Society for Quality Control, the cost of quality includes total costs incurred by:

- Investing in the prevention of nonconformances
- Appraising a product or service for conformance to requirements
- Failing to meet requirements

The measurement process involves the techniques used to determine whether the criteria established to improve quality have been met. It includes gathering and displaying data about progress (or lack of it) in the movement toward "zero defects."

The Cost of Quality Committee has members from various employment levels in the organization. In particular, it includes representatives from departments responsible for finance, information services, and research. This committee is responsible for:

- Determining the initial costs of quality for the organization and updating them as needed
- Reviewing the measuring/costing processes in the various work units and making recommendations to the QIC

Step 4

Education and Training Committee

The organization must provide continuing education to instill a common language of quality and to promote understanding of each individual's role in keeping the process going. The quality education program gives everyone instruction in the necessary techniques to eliminate nonconformance problems and target effective implementation.

Fox Valley Technical College has established a training plan which provides initial instruction for everyone in the organization, including board members. A program for new employees is also in place. Following this initial training, it is essential that there be ongoing instruction available so that people can gain the technical competence needed.

The Education and Training Committee includes members from each employment level in the organization. The primary activities of the committee are as follows:

- Reviewing existing training programs and making recommendations for modification
- Establishing a yearly educational plan for the organization
- Assisting the Quality Commitment Planning/Day Committee in the selection of programs and speakers

Step 6

Quality Awareness Committee

This committee is responsible for organizing a planned program of communication to promote the quality process across the organization. Since the goal is to make quality an integral part of the organization's culture, people need to be constantly reminded of it. Everyone needs to realize their individual importance in the process and should share in successes.

Members of this committee are from various parts of the organization; however, representatives from the marketing/public relations department are key members. Some activities carried out by this committee include:

- Designing a Quality First logo
- Circulating awareness surveys
- Suggesting quality articles for the newspaper and organizational newsletter
- Preparing media presentations on quality

Step 7

Measurement Committee

The Measurement Committee is responsible for recommending the organizational goals and strategic directions of the quality process. In addition, it reviews the established quality elements and recommends changes to the Quality Improvement Council. Another important activity of the committee is to monitor the measurement and charting practices of the various work units of the organization.

Membership on this committee comes from all the employment levels of the organization; however, representation from the research and planning departments is required. The major activities of this committee are as follows:

- Recommending organizational quality goals and strategic directions
- Reviewing quality elements and recommending modifications to the QIC
- Monitoring measurement and charting in the work units

Step 8

Corrective Action Committee

The Corrective Action process identifies and analyzes problems which hinder quality in the organization and initiates action to correct these problems. A major purpose of this committee is to determine which problems are serious enough to warrant the appointment of a Corrective Action Team. Usually, problems which affect more than one department of the organization require a CAT to give them special attention.

The Corrective Action Committee has membership from each of the employment levels of the organization and has responsibility for these activities:

- Appointing Corrective Action Teams to review problems and resolve them forever
- Monitoring the corrective action process
- Making recommendations for modifying the corrective action process

Step 8

Error Cause Removal Committee

An important part of the quality process is the removal of the causes of errors. During this process, workers state the problems they experience which prevent them from doing things right the first time. A reporting procedure is established, and an Error Cause Removal Coordinator monitors the process.

This committee has membership from each employment level of the organization. It has responsibility for these functions:

- Reviewing reports prepared by ECR Coordinator
- Identifying procedural problems which prevent the ECR process from working properly
- Recommending modifications to the ECR process

Step 12

Customer Service Committee

All the quality experts insist that an obsession with customer satisfaction is essential to the success of any quality process. This committee puts special emphasis on services to customers.

Members of this committee are selected from all employment levels in the organization. In particular, representatives from the primary service departments are included. In an educational setting, this includes reception services, registration/admissions, instructional support services (library, media, etc.), and marketing/recruitment services. The primary responsibilities of this committee include:

- Reviewing customer satisfaction reports and surveys and analyzing the data collected
- Suggesting training programs in customer service to the Education and Training Committee
- Making recommendations to the Quality Improvement Council to improve internal and external customer services

Step 13

Recognition Committee

Recognition of employees in the organization is important to the quality process. Recognition programs should be unique to the organization, and recognition specific to quality is integrated into other formal recognition events such as retirements, quarter century employee programs, and staff/student awards.

Membership on this committee represents all levels of the organization. In addition, representatives from marketing/public relations and human resources management (personnel) should be included. The activities of this committee include:

- Recommending the employee recognition program to the QIC
- Conducting and evaluating the events to recognize employees

Step 13

Quality Commitment Planning/Day Committee

This committee has the responsibility for planning and conducting the annual Quality Commitment Day for the organization. The entire organization participates in this event, so this is an opportunity to reach all employees. The commitment day is planned in cooperation with the Recognition and Education and Training Committees.

Members of this committee are selected based on their responsibility in the organization. In addition to having representatives from various levels of employment, representatives from those departments responsible for activities and logistics are included on the committee. Maintenance, food service, and marketing/public relations staff are represented. The Quality Coordinator also participates on this committee.

This committee is responsible for the following activities:

- Planning, organizing, and conducting the organization's Quality Commitment Day
- Analyzing the evaluation reports and summarizing the information for the Quality Improvement Council

Appendix A

Common Elements of Quality*

	Philip Crosby	W. Edwards Deming	Joseph Juran	Karl Albrecht Ron Zemke	Glenn E. Hayes
Clear Mission	X	X	X	X	X
Teamwork	X	X	X	X	X
New Culture	X	X	X	X	X
Customer First	X	X	X	X	X
Define Quality	X	X	X	X	X
Education	X	X	X	X	X
Measurement	X	X	X	X	X
Everyone's Responsibility	X	X	X	X	X

***Based on a review of the following books:**

Title	Author	Publisher and Copyright
Out of the Crisis	Deming, W. Edwards	Massachusetts Institute of Technology, 1982
Quality and Productivity: The New Challenge	Hayes, Glenn E.	Hitchcock Publishing Co., 1985
Quality is Free	Crosby, Philip B.	McGraw-Hill, 1979
Quality Planning and Analysis	Juran, J. and Gryna, F.M.	McGraw-Hill, 1980
Quality Without Tears	Crosby, Philip B.	McGraw-Hill, 1984
Quality, Productivity and Competitive Position	Deming, W. Edwards	Massachusetts Institute of Technology, 1982
Running Things: The Art of Making Things Happen	Crosby, Philip B.	McGraw-Hill, 1986
Service America! Doing Business in the New Economy	Albrecht, K. and Zemke, R.	Dow Jones-Irwin, 1985

Appendix B

Quality Coordinator Job Description

Title: Quality First Coordinator

Basic Functions and Responsibilities

Responsible for the design and implementation of the Fox Valley Technical College Quality First process through the coordination of activities as shown below.

Characteristic Duties and Responsibilities

1. Act as FVTC's Coordinator to the total FVTC "Quality First" process and act as liaison to the Director/President, the Administrative Council, and other District committees.

2. Serve as facilitator of the District Quality Improvement Council in a self-examination process in light of contemporary "quality improvement" movements and authors, including a review of management and organizational practices.

3. Facilitate and assist in the design and delivery of a "quality improvement" process that has been determined to best fit the needs of FVTC.

4. Develop strategies, policies, and procedures for the implementation of the FVTC Quality First program.

5. Design the "Quality First" Employee Training Curriculum, including all instructional materials, for the College.

6. Design the FVTC Management Staff training plan and schedule.

7. Serve as lead instructor/coordinator for the Management Staff training program.

8. Establish a Resource Center for Quality and Productivity Improvement for FVTC and local business and industry.

9. Establish and oversee or maintain FVTC Employee Quality First Awareness program.

10. Work with the Vice President of Human Resources in the design of the Staff Morale Improvement Plan for the College, including the assessment.

Qualifications

1. Member of FVTC staff

2. Exhibits quality in all College functions

3. Displays curriculum development skills

4. Demonstrates teaching skills

This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required for this position and shall not be construed as declaring what the specific duties and responsibilities of any particular position shall be. It is not intended to limit or in any way modify the right of any supervisor to assign, direct, or control the work of employees under supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind or level of difficulty.

Appendix C

Error Cause Removal (ECR) Coordinator Job Description

Title: Error Cause Removal Coordinator

Basic Functions and Responsibilities

The Error Cause Removal Coordinator monitors and reports on the ECR process. This person will be an advocate for the process, providing information and support to persons utilizing the process. This person should have excellent communication and organizational skills. Because of the confidential nature of the information involved, this person must demonstrate a high degree of integrity and professionalism.

Characteristic Duties and Responsibilities

1. Monitor ECR procedure.

    a. Check for supervisor's response within 72 hours.
    b. Close file when problem is resolved.
    c. Follow up on ECR's in progress.
    d. Provide assistance to supervisors referring ECR's to Corrective Action.

2. Maintain strict confidentiality.

3. Classify ECR's according to problem classification structure.

4. Present a status report to the QIC monthly, including ECR's by classification, numbers of ECR's filed, resolved, in progress, and in Corrective Action.

5. Dispose of "closed" documents yearly.

6. Prepare an annual report identifying trends and repetitive problems.

7. Consult with the ECR Committee on a regular basis.
8. Serve as a consultant on the ECR process to other organizations.
9. Contribute to the continuing development of the ECR system.

Term: 1 year - 9 hours/week (release from regular assignment)

This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required for this position and shall not be construed as declaring what the specific duties and responsibilities of any particular position shall be. It is not intended to limit or in any way modify the right of any supervisor to assign, direct, or control the work of employees under supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind or level of difficulty.

The Academy for Quality in Education

The Academy for Quality in Education has been established to provide assistance to educators who want to learn about and implement the quality process. The Academy uses the quality model designed by Fox Valley Technical College as its recommended plan for implementation by other schools. The College staff members serve as faculty in the Academy, and FVTC is a living laboratory for schools to review.

Information concerning membership in the Academy and the services and products which are available may be obtained by contacting the Academy office at 5 Systems Lane, P.O. Box 2277, Appleton, WI 54913-2277. Telephone 414-735-5707.

Callie Zilinsky
Academy Director

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